



Melba Copland Secondary School

Student Wellbeing Framework

(2014-2016)

Years 7 to 12

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School profile statement

Melba Copland Secondary School (MCSS) includes a High School Campus (7-10) and a College Campus (11-12), committed to achieving student excellence in academic, performing arts, creative arts and sporting pursuits. We offer the Year 11 and 12 International Baccalaureate Diploma (IB) program, and are also a candidate school for the year 7-10 IB Middle Years Program.

Students are better prepared for learning when they are healthy, safe and happy; therefore, student welfare is the responsibility of all staff working in a whole school context. Student learning cannot be separated from welfare.

Helping students to learn effectively and to develop positive attitudes and behaviours are goals that have long been shared by teachers, student support services staff and parents. It requires that each young person is educated in an environment which provides for their individual development. This has been a long standing challenge for all involved in education.

The Framework for Student Support Services at MCSS describes the principles, arrangements and the additional resources provided to strengthen student welfare and support services.

The Framework outlines the concepts of "continuity of care" and "partnerships between the school and the community" as the key to improving the services provided to students and their families.

The emphasis will be on primary prevention and early intervention as the most effective means of enhancing the resilience of young people.

Since forming a Year 7 to 12 school in 2008, Melba Copland Secondary School continues to build upon the proud traditions of Copland College and Melba High School in developing young Canberrans to think critically as independent learners. Our success across academic, vocational, sporting and cultural programs continues with 80% of our students who achieved an ATAR (university admission score) in 2012 and 2013 qualifying for admission offers into the Australian National University and the University of Canberra. The participation in and completion of vocational education certificate course pathways continues to grow. This will be further advanced as both campuses will

host a Trade Skills Centre for Horticulture, Construction and Hospitality by the end of 2015.

A future focus on developing the capacity of our staff and the capabilities of our students will occur with particular emphasis on inquiry learning and numeracy. We are developing a whole school approach to the planning, teaching and assessment of numeracy and inquiry learning. Assessment strategies to support the individual learning needs of students will be expanded.

In 2014-15 the school will continue to improve the quality of the teaching and learning program through targeted professional learning and reflective practises. The school will continue to strengthen the whole school developmental approach to the teaching and learning of English and Mathematics.

The school has a strong student welfare program that recognizes the impact of student engagement and school connectedness on effective student learning. Student engagement is defined as:

Behavioural engagement: a student's participation in education, including academic, social and extracurricular activities at the school.

Emotional engagement: a student's emotional reactions in the classroom and in the school, a sense of belonging and connectedness.

Cognitive engagement: a student's investment in learning and their intrinsic motivation and self-regulation.

Mission Statement

Melba Copland Secondary School fosters a supportive environment of respect, trust and intercultural understanding. Each student is encouraged and challenged to learn, grow and accomplish personal academic, social and vocational excellence.

Melba Copland Secondary School's Student Engagement and Wellbeing Framework is based on:

- IB Middle Years Program
- Relational Practices
- ACT Department of Education's Safe Schools Policy
- MindMatters
- Triple R Code

What is the IB Middle Years Program?

Melba Copland Secondary School is a candidate school for the International Baccalaureate Middle Years Programme. The International Baccalaureate offers a continuum of school programs, including the Primary Years Programme and the Diploma Programme for matriculating Year 11 and 12 students. The Diploma Programme is offered on our college campus.

MCSS will teach the Australian curriculum through the supportive pedagogy offered by the Middle Years Program (MYP). The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement - essential qualities for young people who are becoming global leaders. (ibo.org)

What does the MYP look like for students?

- Addresses holistically students' intellectual, social, emotional and physical well-being.
- Provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future.
- Ensures breadth and depth of understanding through study in eight subject groups.
- Empowers students to participate in service within the community.
- All subjects for the Australian Curriculum will be taught through the MYP framework.
- The curriculum contains eight subject groups together with a core made up of five areas of interaction in one of the core areas of the programme, Approaches to Teaching and Learning.



- The five areas of interaction build skills in communication, social relationships, self-management, research and thinking.
- In Years 9 and 10 students undertake a personal project, requiring their own design, research and presentation of ideas.
- Assessment is criteria based. The criteria are consistent with those in the Australian Curriculum for subjects developed so far. In each year, students are assessed against international agreed assessment standards. Australian Curriculum grading will also remain in place.
- The school will provide certification against MYP achievement standards in Year 10. Service components will also be recognised.
- A vital part of the student journey through MCSS has been fundraising and contributions to community events and causes. The MYP supports a “community of service” culture, encouraging students to contribute to their school, local and global communities.

What is the International Baccalaureate Learner Profile?

At the centre of international education in the IB are students with their own learning styles, strengths and limitations. Students come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it.

Promoting open communication based on understanding and respect, the IB encourages students to become active, compassionate lifelong learners. An IB education is holistic in nature - it is concerned with the whole person. Along with cognitive development, IB programmes and qualifications address students' social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities; they focus attention on the processes and the outcomes of internationally minded learning described in the IB learner profile.

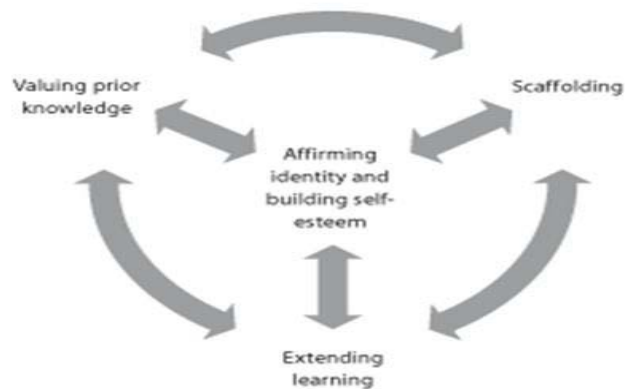
The learner profile is the IB's mission in action. It requires IB learners to strive to become:

- inquirers
- knowledgeable
- thinkers
- communicators
- principled
- open-minded
- caring
- risk-takers
- balanced
- reflective (ibo.org)
-

What does teaching in the MYP look like?

- Student management and pastoral care are supported by the IB Learner profile.
- Teaching is inquiry based and focuses on conceptual understanding.
- Both the IB and Australian Curriculum require differentiation to enable all students to access the curriculum. Resources are provided for students with special needs.

IB Model for differentiation



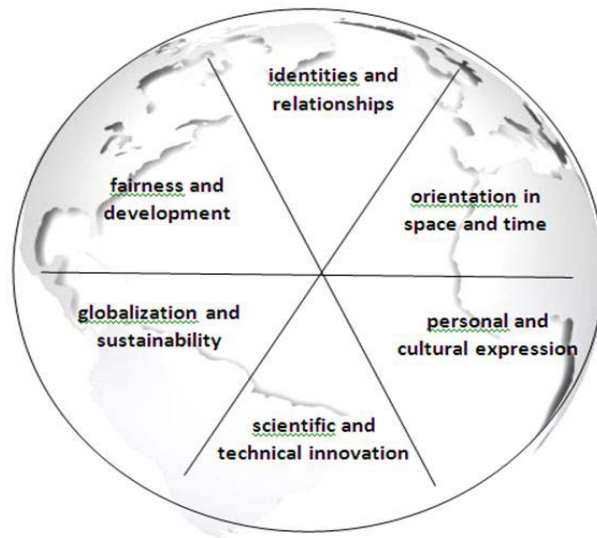
- The MYP provides a cohesive approach to delivering the Australian Curriculum across the school, providing each subject group with common planning tools, strong interdisciplinary links and assessment guidance.

- The programme has been organised with developmentally-appropriate attention to:

- Conceptual understanding.
- Teaching and learning in context.
- Approaches to learning (ATL).
- Service as action (community service).
- Language and identity.
- Learning diversity and inclusion.

- A culture of collaborative planning is encouraged by IB teaching and learning practices.

- Attention to global contexts is a feature of an IB education. The diagram below shows identified global contexts suggested for unit planning.



- Formative assessment is required in unit planning and summative assessment is encouraged to be diverse in nature to support students with a variety of skill sets and learning approaches. The approach is 'assessment of, for and as learning'. The IB values teacher feedback as vital to student progress.
- Teachers are encouraged to moderate student work within their faculty.
- Explicit teaching of academic honesty practices is important for responsible student learning.
- Training is provided by the IB and teacher's qualifications are then recognised across the world.

Sources and further information

<http://www.ibo.org/>

MYP Principles into Practice from

http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHomeMYP.cfm&filename=myp/m_0_mypxx_guu_1403_1_e.pdf

Relational Approach to Student Management

The MCSS student management policy is incorporating the Restorative Practices model to assist in managing student welfare issues.

Through Restorative Practices we seek to enhance relationships among students, and between students, teachers, and parents, so as to nurture our sense of community at the High School and College. The Restorative Practices philosophy, which is in keeping with our MCSS approach to education and behaviour management, provides our students with the opportunity to develop self-discipline and positive behaviours in a caring, supportive environment. A positive school climate, in which young people feel connected.

Relational Approaches is inspired by the philosophy and practices of restorative justice, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. *Key Values* create an ethos of respect, inclusion, accountability and taking responsibility, commitment to relationships, impartiality, being non-judgemental, collaboration, empowerment and emotional articulacy.

Key Skills include active listening, facilitating dialogue and problem-solving, listening to and expressing emotion and empowering others to take ownership of problems. Processes and practices include interventions when harm has happened, such as restorative enquiry (aka, in some circumstances, corridor conferences), mediation (mini-conferencing), community conferencing (aka group mediation and/or problem-solving circles). However, there are also processes and practices that help to prevent harm and conflict occurring and which build a sense of belonging, safety and social responsibility. These include Circle Time and Restorative Pedagogy (teachers modelling the values and skills and creating opportunities for their development amongst the students whatever the subject being taught).

A relational approach to conflict or wrongdoing consists of 4 Key Questions:

- What has happened?
- Who has been affected?
- How can we involve everyone who has been affected in finding a way forward?
- How can everyone do things differently in the future?

The relational approach is based on the belief that the people best placed to resolve a conflict or a problem are the people directly involved, and that imposed solutions are less effective, less educative and possibly less likely to be honoured. In order to engage in a restorative approach to conflict and challenging behaviour, people need certain attitudes and skills. Skills-based training can develop both restorative skills and attitudes.

The ultimate aim of the training and the project is to build a strong, mutually respectful, safe and inclusive school community in which everyone feels valued and heard. The potential advantages of restorative approaches in the school setting include:

- A safer, more caring environment.
- A more effective teaching and learning environment.
- A greater commitment by everyone to taking the time to listen to one another.
- A reduction in bullying and other interpersonal conflicts.
- A greater awareness of the importance of connectedness to young people.
- The need to belong and feel valued by peers and significant adults.
- Greater emphasis on responses to inappropriate behaviour that seek to reconnect, and not further disconnect, young people.
- Reductions in fixed term and permanent exclusions.
- A greater confidence in the staff team to deal with challenging situations.
- An increased belief in the ability of young people to take responsibility for their choices, and more people giving them opportunities to do so.

Restorative enquiry: the starting point for all restorative processes involving active non-judgmental; listening. The process can be used with one person to help them reflect on a situation and find the way forward for themselves. It is also useful before and during face-to-face meetings.

Restorative discussion: in a challenging situation, often between a more and less powerful person. Skills include expressing and listening for feelings and needs, and understanding why each has acted the way they have.

Mediation: useful when both X and Y believe the other person is the cause of the problem. The mediator remains impartial, and helps both sides to consider the problem as a shared one that needs a joint solution. This can be offered by trained students, who act as peer mediators.

Victim/Wrongdoer mediation: useful when someone acknowledges they have caused harm to another person and both sides agree to see how the matter can be put right, with the help of an impartial mediator.

Circles: for team building and problem solving, enables a group to get to know each other and develop mutual respect, trust and concern.

Restorative conference: involving those who have acknowledged causing harm meeting with those they have harmed, seeking to understand each other's perspective and coming to a mutual agreement which will repair the harm as much as possible. Often all sides bring supporters, who have usually been affected, and have something to say from a personal perspective.

Example:

F=facilitator V=Victim O=Offender M=Mother F=Father
B=Brother X=another relevant participant

Family Group Conference: useful when a plan is needed to provide support to a young person, or their family, in making changes. Family Group Conferences are convened in neutral venues by independent co-coordinators. The meeting involves three stages:

1. Professionals sharing information with family members and providing consultancy on options for future help.
2. Family members have private time to discuss and deliberate, and come up with a plan for a way forward to help the child's situation.
3. Key professionals then return with the coordinator to hear and record the family plan and make arrangements for monitoring and review.

This process can be preceded by a restorative element where appropriate.

Detailed Restorative Philosophy for teachers can be found in the MCSS Student Services Policy Guide.

MCSS TRIPLE R CODE

A set of values that guides the relationships, and supports the teaching and learning programs throughout MCSS form the foundation of our school community.

At MCSS our core values are:

Respect – Rights – Responsibility

MCSS TRIPLE R CODE

As a member of the MCSS school community I agree to abide by the following code of behaviour that has been developed by the staff and students:

1. **Respect** all members of our school community and **value** other people's cultures, religions, race and opinions.
2. To **do my best. Take pride in** the school and all that I do.
3. Everyone in our school community has the **right to be safe**. I will not intimidate, bully or fight but will **support and care** for all members of our community. I will **stand up and help** those in trouble.
4. I will **value the school environment** by not using graffiti or vandalism. I will help make the school a better place for all of us.
5. I will be **polite and use appropriate language** at all times.
6. I **value teamwork and co-operation** as part of the way that we work at MCSS.
7. I respect that **everyone has a right to learn or teach** and reinforce this through **taking responsibility for my behaviour**.

MindMatters

At MCSS we believe that best practice pastoral care supports each individual's wellbeing. Among the characteristics identified as contributing to good pastoral care are fostering a sense of belonging and connectedness and providing a safe and secure environment. Contemporary literature in the area of student wellbeing and resilience identifies a strong link between emotional wellbeing and educational outcomes.

Resilience is '...the capacity to cope with change and challenge and to bounce back during difficult times'. (MindMatters) A number of protective factors are identified as promoting resilience.

These include:

- Sense of belonging
- Sense of security
- Social connectedness, and
- Communication

At MCSS, good pastoral care underpins everything we do as teachers: our classroom preparation and practice, our supervision of our co-curricular activities and our tutoring. Our House system, and in particular our Year teams, provide an excellent forum for promoting the wellbeing of our students. Year teams work with classroom teachers, parents and other members of the school community.

MindMatters is about young people: their health and wellbeing. It helps schools to support young people to achieve their goals, build relationships and cope with challenges.

MindMatters is a framework that aims to promote mental health, prevent problems and enable early intervention.

MindMatters:

- Supports schools around Australia to foster the mental health of their students.
- Provides training for schools using the framework.
- Assists secondary schools and health services to work more closely together.
- Encourages secondary schools and families to work more closely together.
- Provides useful resources and links (on this website) for young people, families, teachers and schools.

Safe Schools Framework

The school has a Safe School Policy which reinforces the expectation that everyone has the right to be treated with respect and dignity and to feel safe as a member of the School Community. Effective measures are in place to deal with instances of bullying and students are encouraged to respond to any bullying in a responsible and appropriate manner. This should always involve its reporting to a member of the School staff.

Schools are among the safest places in the community for children and young people. The National Safe Schools Framework builds on the original 2003 Framework. It recognises the progress that individual schools, systems and sectors have made since the publication and dissemination of the original framework to create safe, supportive and respectful learning and teaching communities throughout Australia. The Framework provides a vision and a set of guiding principles for safe and supportive school communities that also promote student wellbeing and develop respectful relationships.

It identifies nine elements to assist Australian schools to continue to create teaching and learning communities where all members of the school community both *feel* and *are* safe from harassment, aggression, violence and bullying.

The nine elements of the National Safe Schools Framework

1. Leadership commitment to a safe school.
2. A supportive and connected school culture.
3. Policies and procedures.
4. Professional learning.
5. Positive behaviour management.
6. Engagement, skill development and safe school curriculum.
7. A focus on student wellbeing and student ownership.
8. Early intervention and targeted support.
9. Partnerships with families and community.

The Framework's whole school approach to creating safe and supportive learning and teaching communities acknowledges the strong interconnections between student safety, student wellbeing and learning. Harassment, aggression, violence and bullying

are less likely to occur in a caring, respectful and supportive teaching and learning community.

Student safety and wellbeing are enhanced when students feel connected to their school, have positive and respectful relationships with their peers and teachers, feel confident about their social and emotional skills and satisfied with their learning experiences at school.

MCSS Student Services (7-12)

Student Services are continually dealing with wellbeing of students. Roles and services include:

- Advocacy for students and primary contact for parents.
- Referral of students to school counsellor, Careers Advisor, Youth worker, school nurse, Chaplain and outside agencies including: Care and Protection, Family services, Youth Connections, Connect 10, Achievement Centre, Galilee etc.
- Develop and implement ILPs, PLPs and Behaviour Management Plans and attend SCAN meetings.
- Liaise with Faculty Heads and classroom teachers to assist student achievement.
- Monitor and implement school behaviour management policy.
- Monitor attendance, truancy, lateness to school, Out of Bounds, Uniform, and Smoking.
- Provide emotional support when students are experiencing personal and family difficulties.
- Organise and run reward excursions, camps, year assemblies, guest speakers, school socials, graduation events and end-of-year celebrations.
- Support students through the process of Year 7 transition, Year 10 transition to college and transition to higher education or the workplace.
- Regular meetings with students, discussing their academic and personal progress at MCSS. Students are provided with a holistic approach to their current study and post school options.
- Various discussions and referrals to the school counsellor, careers team and / or outside agencies.
- Meetings/phone calls with parents discussing the support of students.
- Liaising with teachers regarding students who are deemed at risk for various reasons.
- Identification and tracking of students who are applying for special consideration. Liaising with staff as to the processes which need to be adopted for each student involved.
- Monitoring student attendance/assessment submission and engagement across subject areas.
- ILP meetings in relation to students requiring LSA support and those in care.

Student wellbeing programs run by the Student Services team:

Pastoral Care program

What Is Pastoral Care?

The aim of the Pastoral Care program is to address the social and emotional wellbeing of all students at MCSS.

Quality pastoral care involves staff, students and the wider school community designing and implementing initiatives that focus on addressing the social and emotional wellbeing of each student. This personalised approach embeds qualities of productive and respectful relationships and a strong sense of community and individual responsibility. It recognises that school communities consist of representatives from all groups in society and that a shared positive culture of inclusivity is essential.

Pastoral care is underpinned by an ethos of care and respect for all, with the ultimate goal to build the capacity of the school community to support each student to grow and develop and engage in meaningful and successful learning. Research indicates that relationships between students and staff are critical factors in the development and maintenance of healthy school cultures and academic achievement. Quality pastoral care is about all school staff enhancing the wellbeing of students through their relationships, interventions and the learning experiences they provide.

We promote wellbeing through policies and practices that build resilience, foster a sense of belonging, provide support and create a safe environment.

The Pastoral Care role is to provide social and support programs for students. The Pastoral Care team at MCSS consists of a Youth Support Worker, Indigenous Liaison Officer, School Youth Health Nurse, School Chaplain, School Counsellor and a Career Advisor. The team work actively on building resilience and aim to connect students to school.

Each week students study specific Pastoral Care programs aimed to provide students with skills to enable them to be well rounded world citizens.

High School Programs include:

Student Pathways

The Pathways Plan will enable a young person to think about who they are, what they know, where they are going, how they will get there and who can help them.

Enhancing Resilience (MindMatters)

Students will develop an understanding of stress and be able to identify common stressors. They will be able to identify common emotions associated with stress and apply appropriate coping strategies.

Friendly Schools PLUS – Engaging in Cyberspace

Students will learn strategies designed to keep them safe online and learn about laws which protect them and others in cyberspace.

Bystander Bullying

Research in schools has shown that about 85% of bullying behaviour incidents at school occur in the presence of other students, who influence what happens. The focus of this unit is therefore not on the aggressor or on the targets, but it is directed at the big majority – the bystanders.

Respectful Relationships

The theme of the unit will concentrate on Respect. Through this students will: define what respect looks like, understand what it looks like in a variety of relationships and be able to identify relationships that are safe and respectful.

Protective Behaviours

This unit is to educate and encourage students to make well informed decisions based on situations young people may find themselves in.

College Programs include:

Health Expo: for the last three years the PE & Student Services faculties have provided an expo for all Year 11 and Year 12 students on a variety of health services available to young people. Generally in Term two, the Expo runs for around 2 hours and students are free to wander about the café and surrounds, meeting with the different services. Services include Canberra Sexual Health Centre, Carers ACT, Red Cross, Menslink, Domestic Violence, Hepatitis C, The Junction, Mental Health ACT and Cancer Council. In 2014-2015 it is planned to run a number of seminars on different health topics and services.

PCYC Strength and Conditioning: Initially a drop in centre, but now working with some sporting squads, the PCYC offers strength and conditioning training to students. This service is open to all students on Tuesday and Thursday from 12 noon to 2pm.

College Sport Program: The college runs numerous sports and recreation activities for students. Run as either regular Thursday afternoon or one-off, full-day activities, students can represent the college in their chosen sport.

College Talented Athlete Program: The college is now promoting our talented athletes in a number of sporting programs. Offered to the college rugby, volleyball, netball and futsal teams, the program is offering a more rounded program involving testing, strength and conditioning and team building activities. It is hoped to utilise the services and facilities of the PCYC, AIS and ADFA to further develop this program.

SHLiRP (Sexual Health, Lifestyles and Relationship Program): Run bi-annually, SHLiRP offer a sexual health program for college students. Over two days, the program allows students to receive free sexual health advice through individual consultations with nursing staff. Simple STI testing is also available with the nurses – results are available at a later date.

First Aid and RSA courses: Students wishing to gain these qualifications can book into courses as they become available.

College PC program: Holistic health program delivered to all college students which addresses physical, mental, emotional and social health aspects. Content has included material on sleep and study, stress and stress management, sexual health, organ donation, alcohol and drug use.

GetInvolved@MCSS

Please see the **GetInvolved@MCSS** publication (in the SS folder on G drive) for information on some of the other programs being run by the Student Services team.

Student Representative Council

SRC

The Student Representative Council is the group who acts as the official student voice around the school. It offers leadership opportunities for students in all year groups and allows students a place to have their concerns and issues raised. Teachers usually run a Year 7-12 leadership camp for two days towards the end of Term one or the beginning of Term two (to allow the Year 7 representatives to attend).

High School Campus

The elections for the High School Campus SRC are usually held in early Term one for Years 8-10. Nominations are called for in the first week of school. Students complete the official nomination form (usually provided in Pastoral Care rolls). The year 7 elections are held towards the end of first term, allowing the students to get to know each other before they vote.

There are 4 representatives from each year level, plus the school captains and vice-captains, which make up the High School Campus SRC. We usually try to have an equal gender representation from each year level.

Meetings occur once a fortnight and should be essentially run by the students. There are agenda and minute templates for students to fill out for each meeting.

Topics covered range from issues around the school to ideas for fundraising, etc.

Traditionally the SRC have been responsible for:

- Socials.
- Running cafes for school events such as Open Night, Meet the Teachers, the drama productions and musical events.
- Fundraising (sometimes the SRC chooses a charity to raise money for OR this money goes towards something in the school).
- Whole school assemblies (the teacher creates the agenda for assembly and the captains and vice-captains run the assembly).

College Campus

Students at the College Campus self-elect to join the SRC. This group usually forms a Pastoral Care group, which has traditionally been staffed by the deputy.

Indigenous programs

The Indigenous Coordinator's role is to liaise and network with the Indigenous students, their families and their support staff. At MCSS strong Indigenous content is encouraged in all subject areas, and to be a conduit to quality teaching resources relevant to this. For example, last year MCSS organised a professional Indigenous dancer to do a training session with the MCSS dance class.

The IC's role is to support Indigenous students in their learning, by analysing feedback and data and organising support wherever possible (for example Literacy and Numeracy support or pastoral support when needed).

A Personalised Learning Plan is created for each Indigenous student and is regularly revised for teacher and parental inspection. It is designed to encourage the students in their schooling and finding solutions to difficulties.

The Coordinator liaises with outside groups such as 'Aspirations' and 'AIME', amongst many other local support groups to provide excellent pathways for our Indigenous students.

The Student Services team also organises quality cultural events at the school such as the NAIDOC celebrations or Art shows where local or visiting specialists are invited to perform or talk at MCSS events. We have also taken part in important cultural events such as the 'Sorry Day' march.

The Coordinator maintains a strong MCSS Indigenous presence in our primary schools network by negotiating our RAP (Reconciliation Action Plan) with them and organising hub activities such as the Burroinjin or visits from our Indigenous Liaison Staff.

The team ensures that our Indigenous support workers are themselves supported in their role at the school by recognising their excellent contributions and helping them successfully negotiate positive educational outcomes for the students. The school currently has an excellent group of Indigenous support workers, so a very strong presence in the school and community is maintained.

All of this is closely linked to student wellbeing. The profile of Indigenous students and also their cultural pride has risen immensely in the past few years. This can partly be measured by the increase in the number of students identifying, but there has also been increased informed dialogue between staff and students about important Aboriginal issues.

There is a great deal more to be done and Indigenous outcomes in health and Education are still below national expectations. We as a school can be a key way to improving these outcomes.

School Chaplain

Young Women's Health

This group is run with Catherine Campbell, School Health Nurse. The group aims to help students to understand and take responsibility for personal care. This is achieved through many differing health and wellbeing activities:

- **Cooking healthy food**: teaching students how to care for themselves and others in their family by making wise choices based on nutrition values, helping them to be aware of what they eat and how to make small changes over time.
- **Learning about personal hygiene**: a number of students suffer harassment due to lack of personal care; students gain more control over their own hygiene as they learn what they can do to care for themselves and why.
- **Physical fitness at Curves Gym, Jamison**: an extremely friendly and welcoming environment for young women to push themselves and achieve physical rewards for their efforts.
- **Mental health awareness**: self-esteem, stress reduction, personal strengths, resilience.
- **How to care for themselves as young women of great worth**: teaching girls how to care for each other and accept that we are all an equal and valued part of humanity.

Year 10 Support Group

This is a small group run particularly for students who have been shown to be in need of extra support due to mental health concerns throughout their high school years. The girls are encouraged to support each other as they work through individual issues as a group. There is plenty of scope to build strong, mutual support through shared activities similar to those used in the Young Women's Health group but particularly tailored to the more mature and intense needs of these students. There is the option for referral to Belconnen Community Services for ongoing, structured support.

Flex 10

The aim with this group is to build a sense of personal responsibility through a number of activities, mainly focussed around mental health and wellbeing. These students are struggling to achieve their Year 10 certificate and pose many challenges through lack of respect for school rules and authority. Some of the work done will be a direct reflection of the perceived needs, as the group and staff responsible learn how to best work together. So far we have looked at self-esteem – what their individual levels are at the moment and how to grow; some discussion on depression; and we have made cupcakes. The young ladies in the group are interested in attending Curves so visits will be incorporated into the program. There will be great flexibility in the program as activities will be adapted to suit attention and interest levels.

Secret Network of Girls

This group will run from Term 2 till the end of the year, focussing on building self-esteem through learning new skills and continuing on to greater challenges in making friendship bracelets. Throughout the time there is great emphasis on building relationships and personal growth as the girls learn to encourage each other and give and accept help.

Drop In at recess and lunch

During these times all students are expected to show respect for others. While there will always be a mad rush to eat, the atmosphere is gradually changing to be more inclusive and accepting of others. The Drop In is a safe place that allows all students to interact positively.

Individual students

Meetings with individual students are used to ascertain specific needs pertaining to good mental health. These students often develop a long-term relationship which enables consistent care and in-depth discussion about particular issues. Referral is often necessary to ensure a more directed approach and support.

Youth worker

At MCSS the Youth worker's role is to keep students interested in their education and give them living and social skills to help them make more positive decisions as they grow up to be adults. Mentoring and coaching are the main teaching scaffold for our students

and helps them embrace peer group learning by encouraging a supported youth worker approach to learning.

Active Club (MCSS Program)

Aims and objectives

- To keep students on school grounds before school starts
- Give students physical activities
- Provide a safe and supervised area in the mornings
- To give students a chance to take on leadership
- A meeting place for peer students
- Reduce student consumption of high caffeine drinks and other drugs

Breakfast Club (MCSS Program)

Aims and objectives

- To keep student on school grounds before school starts
- To provide healthy food to students living in a low socio economic area
- A meeting place for peer students
- Provide a safe and supervised area in the mornings
- Educate students on healthy eating habits

Guys Group (MCSS Program)

Aims and objectives

- Educate male students in physical biology
- Educate male students in mental biology
- Educate male students in social biology
- Anger management
- Male attitudes towards women from a sociological view
- Drug and Alcohol
- Same sex relationships

MCSS Choppers (MCSS Program)

Aims and objectives

- Male mentoring for male and female students
- Bicycle repair
- Educate in basic mechanical skills
- Work shop safety
- Safe use of tools
- Basic metal fabrication

- Recycling and environmental benefits
- Social behavioural awareness
- Building Peer relationships
- Community connectedness

Melba Pride Painters (MCSS Program)

Aims and objectives

- Educate at risk students in the profession of painting and decorating
- Assess students on competencies and award with certificates of attainment
- Lower maintenance cost to MCSS
- Expose students to work experience in a real life activity
- Teach students customer relations
- Build sense of community awareness and connectivity

Beat it into YA (Drumming) (MCSS Program)

Aims and objectives

- Enhance students' concentration skills
- Expose students to open group activities
- Encourage leadership
- Anger management
- Explore being creative
- Promote relaxation strategies
- Build sense of community awareness and connectivity

DJ Program (MCSS Program)

Aims and objectives

- Lower cost of social events at MCSS and public schools
- Correct use of DJ equipment
- Correct use of PA equipment
- Encourage inter school relationships
- Encourage leadership
- Provide work experience in industry

Warehouse Circus (Warehouse Circus)

Aims and objectives

- Help students to advance with their fine motor skills
- Connect students who are truanting to school activities
- Increase fitness while having fun

- Give students the opportunity to learn things that aren't taught at school
- Build confidence and self esteem

Carers ACT (Catholic Care)

Aims and objectives

- To provide support to students and Youth who have caring duties at home
- Provide support to students who are effected by drug and alcohol dependence
- Link students with community support service
- Let students have down time
- Educate students in relaxation activities

Belconnen community services

Aims and objectives

- Create emotional awareness in youths
- Create peer group support
- Emotional regularity and anger
- Mentoring and couching
- Educated students on how to ask for support

Careers Education

Careers Education aims to make students aware of the increasing range of career options available to them. Students are encouraged to investigate and explore a broad range of career paths, as there are multiple pathways and no one pathway suits all students.

At MCSS 7–12, Careers Education begins from Year 7 as students begin to record their goals and aspirations in their Student Pathways. This continues right through to Year 12. Along the way career counselling, career programs, guest speakers and career events are provided to assist them with their decision making post school.

With regards to Student Wellbeing, we appreciate and understand that from Years 10 to 12 it can be a confusing and anxious time for students. Thinking about post school and having to make decisions about their future can be daunting. Making students aware of the many and varied options they have, makes this a positive and informed transition for them.

MCSS is inclusive and supports students at risk and students with a disability. All students are involved in Careers Education and supported along the way by the school,

education department and the many and varied partners we have beyond the school environment.

Career Programs

- Careers EXPO and Careers Market
- Careers Counselling
- Student Pathways
- Year 10 Interviews
- Work Experience

Guest Speakers: Topics: Apprenticeships, ASBAs, Defence, Public Service, University, UAC, Employment – (Interviews & Resume writing), CIT options, Private Providers, Gap Year presenters

Excursions: University Tours, programs and events

Programs:

Year 8: Try a Trade

Year 9: Trade Up 4 a Trade, SPICE, WEX

Year 10-12: ASPIRE, CIT Tasters, Health Day Out, Animal Day Out, OH&S and Asbestos Training, Responsible Service of Alcohol, Driver Education, Templar-Hospitality

Students at Risk – Department Programs – FLO Programs

- Horticulture
- Automotive
- RSA
- CHART
- Asbestos & White Card
- Community Services

Case Management:

Students-at-Risk that require a more flexible timetable, that integrates programs external to the school into their school timetable.

Communication: TV Monitor, Fortnightly Careers Newsletter, PC, Year Assemblies & whole school assemblies, Facebook and Email

Transition and Careers Officer (TACO)

The transition and careers officers give students strong support in their transition from Year 10 to 11. They also give them opportunities to move into the workforce through work experience, ASBAs and other opportunities as they arise. This then gives these students, those particularly at risk, a stronger focus on their studies and a purpose and direction to assist them in developing future pathways into employment or other education.

The opportunities they have are through work experience, CIT trade days, white card training, tutorials and extra help with their class work, Brick and Block (hands on brick laying) and Road Ready courses.

Year 5/6-7 Transition Program

The Deputy of Student Services organises for the selection of the Year 6-7 Coordinator for the following year, towards the end of Semester One. This person revises the transition form with one of the deputies and then emails the Year 6 teachers in all of our feeder primary schools. For MCSS, these are:

- Miles Franklin
- Mt Rogers
- Charnwood-Dunlop
- Fraser
- Evatt

At the beginning of Term 4, students from the Year 10 Leadership class or the year 9 Citizenship class, together with the Pastoral Care Coordinator(PCC) and the Year 6-7 Coordinator, visit each of the Year 6 groups for an afternoon session (usually from the end of lunch until the end of the day). Each session begins with a brief introduction and discussion about coming to high school and who we are and what our roles are to them. Then the students are broken into groups and are assigned some older students to run the groups. The activities begin with some Circle Time, which allows the older students to discuss the differences between high school and primary school; but also gives the younger students some time to raise any concerns that they might have. The rest of the time, the leaders organise some fun activities. The PCC supervises this while the Year 6-7 Coordinator meets with the Year 6 teachers to discuss the transition of Year 6 students who will be attending MCSS the following year.

The Year 6-7 Coordinator is also responsible for organising the Year 6 Transition Day towards the end of Term four. This is usually on the same day as the Year 7-8 Jamberoo trip (to reduce the number of students at school on that day). The Year 9 Peer Support leaders usually attend this day to assist getting the students around to the various lessons that they have but also to run the BBQ lunch for the Year 6's on the day.

Year 10-11 Transition Program

MCSS offers the unique opportunity for students to stay within our school community for six years. Year 10 students are strongly supported in their transition to the Copland Campus through a detailed transition program. This begins in Term 1 of Year 10 when students visit the College Campus for a taster program that allows them to access college classes. This assists students to avail themselves of the wide variety of courses taught at the college. As the year progresses students are fully supported in their package and course selections by staff. Regular visits to the College Campus throughout the year allow further familiarisation with the College Campus. The school also provides additional support through the work of the Moving Forward Officers.

VET Coordinator

The opportunity to students to study subjects that have VET embedded in them allows students to develop recognised work place skills through the attainment of competencies through recognised training packages. These develop their future pathways and will give these students opportunities to step directly into employment having proven skills. All VET courses develop students' overall employability skills which are recognised nationally across all employment sectors.

School Community Nurse

The School Youth Health Nurse works with a preventative focus that includes: early identification, assessment utilising evidenced based practice with validated tools, brief

intervention and harm minimisation activities. The nurse is often the first point of contact for young people, their families and school community members seeking information, advice and support in health matters. For issues requiring intensive counselling or treatment, they play an important role in providing the appropriate referrals for young people to the school counsellor and/or other relevant agencies. School Youth Health Nurses **do not** provide or teach first aid, care for wounds or administer medication.

The School Youth Health Nurse Program (SYHN) supports the development of a healthy school environment and ethos by:

- Advocating on behalf of young people in high schools on issues affecting their health and wellbeing.
- Providing one-on-one confidential consultations for individuals;
- Supporting the planning, implementing and evaluating of health promotion activities.
- Providing support for the development of school curriculum, teaching and learning activities.
- Providing advice and information about health education resources including ACT Health policies and programs, and facilitating teacher professional development (health related).
- Supporting the development of partnerships with relevant government and non-government agencies and community members.
- Providing referral for young people to relevant agencies.

School Psychologist

School Psychologists provide a psychological and counselling service to enhance student learning and engagement and to facilitate the development of competent and resilient children and young people. School Psychologists not only work with the student but with all parts of the student's life to support their learning and the development of competence and resilience.

All school counsellors are registered psychologists. Advice from, referral to, and case management from, the school counsellor for:

- Academic Progress - Basic skills or level of performance in other areas of the curriculum.
- Cognitive assessments/IQ: from Year7 to Year 12.

- Interpersonal Relationships - Student's relationship with other students, members of staff or relationships with peers outside school.
- Family Relationships - Related to family functioning or conflict between family members.
- Behaviour Management at School and out of School.
- Bullying, including cyber bullying.
- Attendance.
- Mental Health - Psychological or emotional wellbeing.
- Special Education process - Appraisals, Reviews.
- Health/Welfare - Health, medical condition or general welfare resulting in referral and counsellor involvement.
- Living out of home – homelessness.
- Drug/Substance Issues.
- Transition Programs.
- Individual Learning Plans (ILPs) for children in care.
- ILPs for indigenous students.
- Child Protection issues.
- Critical Incident.
- Referral to and Liaison with Outside Agencies:
 - Headspace
 - Child and Adolescent Mental Service (CAMHS), and other psychologists
 - Care and Protection
 - Groups – Messengers Program
 - Support Agencies – Navigate
- Input into Quality Education.
- Literacy and Numeracy.
- Mental Health – trauma and attachment.
- Suspension Support Team – liaison and support.
- Contribution to Articles: Newsletter.
- Information to: Classes, Staff Meetings.
- Professional Development to: School, Counsellors, Student Services.
- Participation in meeting, committees and working groups – special needs, welfare.

English as Additional Language or Dialect (EALD) Programs

MCSS supports students from non-English speaking backgrounds who need assistance in developing skills in listening, speaking, reading and writing in English.

1. Academic and social/cultural

- Support ESL students as needed including academic, social and cultural aspects of integration into the school.
- Curriculum responsibility for ESL programs at High School Campus. Conduct ESL classes, in-class resourcing, small group programs.
- Monitor and track student progress.
- Support transition from SIEC.
- New students: orientation into school processes, establish buddies, support with appropriate class placement and elective choices.
- Contact person/intermediary for issues in mainstream classes.
- Support teachers with modifying /scaffolding assignments and class work.
- Negotiate modified assessment if necessary.
- Liaise with support agencies such as Migrant Resource Centre as appropriate.
- Coordinate with year adviser.
- Liaison with Special Needs – e.g. ESL students with inclusion support.
- Liaise with Anti Racial Contact Officer(ARCO) if necessary on any race related issues/bullying.

2. Administrative

- Undertake ESL census and ESL moderation processes
- Liaise with feeder primary schools on student ability.
- Oversee transition of ESL students to Year 11.
- Develop team approach with ESL/IPS coordinators on college campus and facilitate cross campus activities.
- In ESL and with IPS students: students are encouraged to talk about their own culture as classes involve students from a wide variety of cultures. In class discussion and debates, students are encouraged to speak about their own experiences and describe their cultures and traditions whilst comparing them to others. There is a deliberate strategy to mix the students of diverse backgrounds within the class to promote greater understanding and promote friendships.
- During the year a lunch is held with the ESL and IPS students from Years 7 to 12 to encourage more mixing between the groups. Another lunch is also held with the SRC to promote greater understanding between them and the Australian students.

MCSS and Community Student and Staff Wellbeing

The Executive Teacher of Professional Practise at MCSS, this year is focusing on supporting staff in their workplace and improving the quality of their teaching. This in turn provides support for them as teachers and individuals. It creates a network that staff can call upon for assistance and advice thereby improving staff wellbeing.

Enrichment Program

The Enrichment Team at MCSS has designed a program that will provide a range of wellbeing options for students. This includes fitness activities, yoga, creative and artistic programs including dance and art, community service, extension and developing a passion in an area of interest. This has a flow on effect of improving self-esteem, communication, team work and strengthening relationships between peers and students and staff. The community service activities make a contribution to the wellbeing, happiness and sense of worth that comes from working without profit for the good of others. It also improves the happiness, physical and emotional wellbeing of the community recipients such as people in aged care facilities, primary students and charities who benefit from the fundraising.

The Magellan program

The gifted and talented program being developed and implemented at MCSS improves student wellbeing by creating an academically enriching program that provides much needed challenges for students. It can provide fulfilment and a sense of acceptance that these students may not have experienced. Improved self-esteem, sharing with like-minded students of similar abilities enhances their sense of self, acceptance and overall ability to maintain positive relationships, contributing to the intellectual, emotional and social wellbeing.

Dance Showcase

The MCSS Dance Program works with 7 schools and gives our cluster students the opportunity to learn new technical skills, promote wellbeing, develop their leadership and team work skills and promote partnerships with our feeder community. Students in MCSS from Years 8 – 12 accompany our dance teachers to assist with and lead workshops for their younger peers. This program engages students in their passion of dance and allows them to develop and use their own creativity whilst also working with others. Last year over 450 students from the Belconnen Schools cluster area participated in the MCSS Dance Program and it is anticipated that by the end of 2014 year student participation will near 600 students.

Band and Music Program

The MCSS Band Program would help develop relationships with current students and staff. It will give students in primary schools an opportunity to explore musical instruments and perhaps lead to taking up a new instrument to learn in high school. This will form a connection with their musical learning from primary school and into high school as they continue with their musical endeavours

The MCSS Music Program offers students the opportunity to not only improve their skills with their musical instruments but also help them with their performance skills in musical productions, in assemblies and with the extended MCSS community as the need arises. The High School Music Program also offers students an easy transition to College Music via the collaboration work between classes.

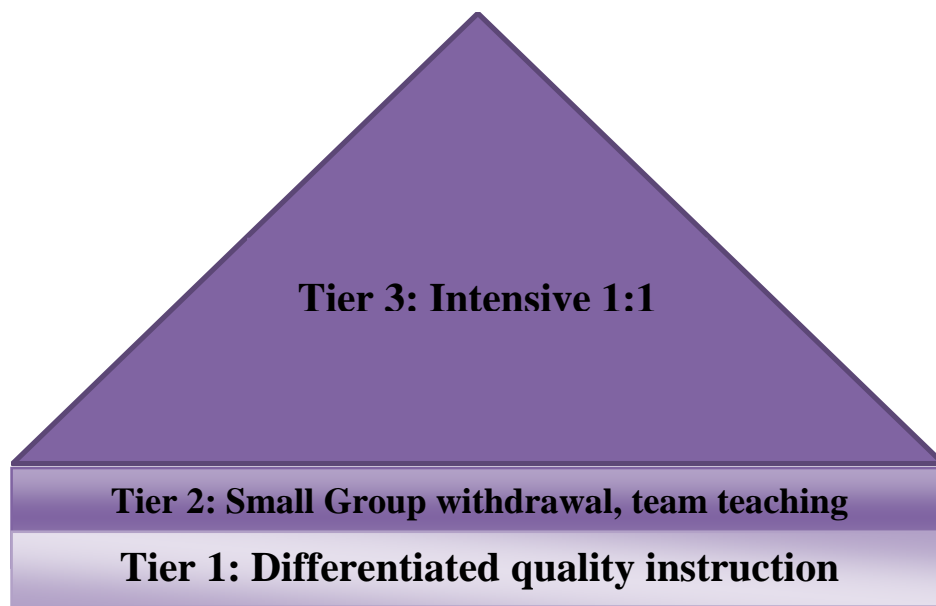
F1 Program

MCSS prides itself on its involvement in the schools F1 program. This program is an engineering based course that engages students in a rigorous and deep knowledge task that requires teamwork and a wide range of industry based skills. The core of the F1 program is the designing and racing of small cars with computers. This is a complex process aligned closely to real world car manufacturing methods and embraces concepts of sustainability and aerodynamics. Students are required to do engineering drawings to Australian Standard level and to code the CNC mill satisfactorily. The wheels and handmade process require fine-motor skills and the fundamentals of physics such as drag, friction and the acceleration of mass.

Beyond a deeper understanding of engineering and physics, students are also given the opportunity to work in a team using modern communication and planning methods and working together to create, test, market and find sponsorship for their product. They have the opportunity to liaise and work with many outside institutions such as universities and car manufacturers, and to meet many other school students from Australia and beyond.

This course has been a pathway to Engineering studies for many students but has also broadened the skills of individuals into areas such as public speaking and marketing.

Literacy & Numeracy



Literacy & Numeracy Team Contributions to Wellbeing

MCSS has a Literacy Field Officer, a Literacy and a Numeracy Coordinator, as well as two classroom teachers with one line to support student learning. The team uses data from standardised and school based testing to identify, support and differentiate teaching and learning practices. The model of support is along the Three Tier model:

Tier 1: The L&N team support teachers to be able to confidently plan and deliver teaching and learning programs across all Faculty KLAs. Drawing on Professional Learning that has showcased strategies from the InSync, Middle Years Mental Computation(MYMC) and Tactical Teaching programs, the team can assist teachers to boost their pedagogy in using a variety of strategies to reach most learning styles of their students.

Tier 2: The L&N team identifies students who have not responded as predicted to the Tier 1 teaching, and who have scored below benchmark in diagnostic tests such as PAT and AGAT. The Coordinators then allocate these students into smaller groups who are withdrawn three times a week to focus on building up skill deficits or to assist with assessment tasks and classwork. These groups are kept together for 5 weeks before their results are reviewed and they are either returned to Tier 1 or escalated into the Tier 3 category.

Tier 3: These are students who have not responded to Tier 1 and Tier 2 interventions and require more intensive and explicit 1:1 coaching to build up their skill deficits. At this level identified students will spend ½ an hour with a tutor 3 times per week for a period of 5 weeks. The L&N team devises programs that are based on phonemic awareness for Literacy, and mental computations for Numeracy, and are delivered in a highly structured and repetitive system.

In this way the efforts of the L&N team are directed towards assisting teaching staff to enable them to feel supported in coming up with resources and strategies to engage the diversity of their students, and the team also assists students by targeting support to those students who are demonstrating anxiety and stress at not keeping up with the learning of their peers. The L&N team has a particular sensitivity towards Indigenous and EALD students who may or may not require additional support to achieve their learning goals.

MCSS also offers additional assistance through the Peer Reading Program. This is half an hour of intensive one-on-one reading, one morning each week. Students in year 7 are buddied up with Year 10 Leaders who work with them for the entire term. The reading levels of Year 7s are assessed as they progress through this program to demonstrate the improvements they have made, which further consolidates their understandings of individual growth. This benefits students academically and also socially as they build relationships with students across year levels. This provides students with an opportunity to address their learning concerns in a safe and collaborative environment which enables them to build confidence and see progress.

Student Wellbeing and KLA's

At MCSS different curriculum areas also aid and enhance the wellbeing of students.

Learning Support

Learning Support teachers provide enhanced, scaffolded and enriched programs to meet the individual needs of students. We recognise and understand that every student learns differently and that the learning experiences should be flexible and tailored to the individual needs.

Within the Special Needs area student wellbeing has been embedded in the course curriculum as part of their everyday attendance in classes.

Teachers have worked diligently on the students' self-esteem and resilience with the aim to support them as independent learners. English texts have been selected that lead to discussion on wellbeing topics. Numeracy classes have engaged our students in practical activities such as determining alcohol content in drinks and measurement tasks when driving.

Extra activities have included the support from outside agencies such as the SHLIRLP team, House with no Steps, Community Disability Agencies and Therapy ACT. They speak with our groups in small personal settings on sexual health issues and wellbeing at an appropriate level and understanding that may not be achieved in mainstream classes.

The school nurse and Youth worker have addressed issues on stress and coping. Learning Support students have also been included in programs such as the Girls Group, Choppers and Painting. The Indigenous Education Officer has also participated and taught classes as part of our SOSE program in Year 7 on 'The early Australian Inhabitants'. This has enabled students to have an insight into Aboriginal culture.

Excursions are planned for the High School LSC unit to promote group collegiality and understanding team work. The Year 7-10 classes plan and organise an excursion each term to a different venue where the group can interact.

The College LSU has a number of programs that have been incorporated into their BSSS curriculum such as Life Leisure and Learning, Work Education, PE, English, Maths, Horticulture and Hospitality. The aim of these programs is to promote independence, resilience, health and wellbeing and positive pathways for their future.

These programs are enhanced with the students being given opportunities to put into practice what they are continually learning in the classroom by being part of a work experience placement (in comfortable areas of the college) such as the Front Office,

College Library, Canteen and working with the BSO has been organised with supportive staff. This has proved very successful. The gradual introduction of the students to work experience, firstly in the College before moving to outside locations has proven to be a much less stressful transition for them.

A small business enterprise, “Let’s Support You” is also run and has been designed to support the Well Being Framework within the Work Education program. This programme was designed to provide authentic work.

All special needs students have an Individual Learning Plan (ILP) developed with staff, parents/guardians and the DECO to support learning.

Physical Education and Health (Years 7-12)

The Physical Education and Health program (Years 7-12) has been designed to:

- Improve the fitness and physical skill levels of the students.
- To role model and encourage a healthy lifestyle through physical activity.
- To encourage a healthy lifestyle through a balanced diet.
- To educate the students and encourage them to make informed and healthy decisions relating to their health and well being.
- To educate the students in issues such as mental health in order to develop empathy and understanding, as well as about the resources available in the community for help and support.
- The school Sport program and Outdoor Education are extensions of this where students are encouraged to extend their lifestyle choice experiences beyond the classroom, hopefully establishing a lifelong appreciation for being physically active and healthy.
- ESL and Indigenous students are encouraged as part of the student body as we feel all students regardless of background should be exposed to and encouraged to lead a healthy lifestyle.

HEALTH CURRICULUM

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
UNITS	Nutrition Anti-Bullying	Sex Education Drugs and Alcohol	Mental Health Safe Partyng	Lifestyle 1 Lifestyle 2
TOPICS COVERED	Self- esteem Resilience Coping Decision making Support networks	Alcohol and Drug awareness Self esteem Decision making Respect for diversity Coping with change Consequences	Mental Health Wellbeing Self esteem Tolerance, Respectand understanding Decision making	Wellbeing Tolerance Decision making Consequences Self- esteem Coping

Years 11-12

The PE faculty run a wide variety of courses which deal with student wellbeing.

Exercise Science: covers the unit Health in the Australian Community. Specifically, it focuses on adolescent lifestyle diseases but also looks at health across a lifetime. Topics include mental health, drugs and alcohol and nutrition. Other units include Sports Medicine and Psychology which look at the wellbeing of people in sport.

Sport, Fitness and Administration: covers units including fitness and looks at physical activity across a broad spectrum of the community. This course encourages all people to be active and healthy.

Outdoor Education: promotes resilience, self-reliance, self-esteem and team work in all units and activities. Students can pick and choose which activities they want to be involved in and may participate at varying levels according to their interest, fitness and skills.

Humanities

By the very nature of the curriculum's key content, skills and critical and creative research, communication and thinking skills Melba Humanities require in all their courses, assessment, field work and community partnerships for students and staff, student (and staff) well-being is at the core of our teaching and learning. The three key learning areas empower students with territory, nationally and internationally recognised key knowledge, skills and interests to be active and informed citizens, able to communicate and participate in society locally, nationally, regionally and internationally regardless of their background, abilities or career and personal plans. The High School

Humanities team is committed to the Education Training Directorate's goal MCSS shares through our school values that every child can learn, and that we are always working and reflecting to develop every child academically and also emotionally and socially.

High School Humanities includes the key learning areas of English, the Social Sciences and Languages. The courses are directly aligned to the staggered roll out of the Australian Curriculums: History, Geography, Citizenship, Commerce, English, Japanese, Spanish, French and English as an Additional Learning Dialect. All courses also align to the three cross-curricula priorities of Aboriginal History and Cultural Understandings (national priority), Asian cultural connections (regional priority) and Sustainability (global priority).

All Humanities courses are also being reviewed and improved in order to embed and deliver the International Baccalaureate: Middle Years Program which focuses on empowering students to be active, reflective, and engaged citizens at the local, national and international levels with their own personal global perspectives and values.

The Faculty caters to students at extension learning levels in the formal program of Fast Pace where students are taught at a faster pace each term, with more in-depth learning of case studies, key turning points and texts, and with increased assessment and community involvement. Students may be eligible for Fast Pace in Humanities in one key learning area, or two or all, and all students can learn, complete assessment and participate at Fast Pace level in any class (and each semester, many do) as all Humanities teachers make reasonable adjustments and also differentiate their teaching and learning in lessons, assessment and community events. MCSS offers personalised learning classes with smaller class sizes, and specialist staff support, for students who may struggle with basic skills academically, socially or emotionally.

MCSS have Aboriginal and Torres Strait Islander, EALD, IPS (International Students) and Literacy support staff at leadership, classroom teacher and learning support levels, working each week in various classes, and also offering students small group and one on one support as needs demand. The teachers work closely with the library and Peer Support teams to integrate peer-reading, peer-mentoring and skills-building programs. Each term we also formally and informally link to various local, national and international community special dates, events, competitions and opportunities in order to provide fieldtrips, formal certificates and awards as well as interstate and international educational learning online and through physical travel every semester and year.

The texts we study in all three key learning areas target and develop our students in learning about current issues in the media, society and involving young people, and empower them to be empathetic and lifelong learners. Our lunchtime Magic Club card players have grown to over 30 students, and our faculty has led projects which have won us territory and national awards for community ANZAC Services, team-challenges on social issues, and led to the publishing of student stories. We have formal partnerships with both our local universities for training future teachers as our experienced staff learn latest theories and innovations, as well as with our overseas sister schools, the Department of Veterans' Affairs, History Teachers' Association, English Association and various Languages networks. All of these demonstrate how Melba Humanities is committed to developing every student in their study and life pathways academically, socially and emotionally, as active citizens in the various communities they live in now, and the future.

We carefully select and design for each year level and course appropriate and wide ranging text, media and arts, modern and classic literature, guest speaker and on line case studies exploring human rights, social justice, and legal issues at local, national, regional and international levels.

We link learning whenever possible to the work of various non-governmental and charity agencies, to special community dates, and to investigate issues and stories of interest to our students and community.

In Languages students learn about cultural diversity and cross-cultural understandings, in English we often study texts which create awareness, empathy and improve self-esteem through inspiration, role models and developing key skills. The Social Sciences are centred on informing, equipping, empowering and challenging every student as both individuals and parts of various communities to be active local and global citizens.

Melba Humanities has received local and national awards for our community based curriculum, had a range of student and staff work and units published, and our community partnerships only grow each year.

Years 11-12

At College English courses develop students' abilities to communicate more effectively and to understand and master literacy demands of society. The study of Literature encourages students to appreciate ideas and values outside their own experience.

English courses are designed to develop skills of communication, comprehension, oral presentation, group interaction and research.

The unit, Issues in Literature, discusses issues with an ethical focus and aims at understanding the impact of these on others.

Students are given the opportunities to build on existing skills and talents by being encouraged to participate in writing competitions, etc. They are also encouraged to participate in activities such as the Constitutional Convention in order to build their confidence levels. These activities are also used as a means to improving teamwork skills. Community Action Service (CAS) when studying International Baccalaureate supports the development of the student in a holistic way.

The study of History aims to develop student understanding of human society, the process of change and the reasons for events which have resulted in change.

Indigenous students are supported so that they will achieve their potential in English. ESL students are given support in areas such as legal matters, work access, rental accommodation, relationships, and issues with home stay parents, medical conditions and access, contact with parents in their homeland. An awareness of the special needs of refugee students is maintained, involving constant conversations with the counsellor, STAR program teachers, etc. Courses are modified for students where appropriate.

Mathematics (Years 7-10)

Mathematics underlines all aspects of our lives. At Melba Copland Secondary School it has a fundamental role in all experiences, crossing cultural and linguistic boundaries to provide a universal way of solving problems in science, engineering, business, technology and the arts. Melba Copland Secondary School equips students with mathematical skills enabling cultural, social and technological advances to empower students to be critical citizens in contemporary society. Studies in Number, Algebra, Measurement, Geometry, Statistics and Probability are common aspects of our students' experiences. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. The mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. Teachers have helped students become self-motivated, confident learners through inquiry and active participation by challenging and engaging experiences.

Working Mathematically using mathematical structures to model and problem solve play an essential role in our students' understanding of their world.

AIMS

- Develop a level of achievement and competency for every student in Mathematics.
- Enable students to acquire mathematical knowledge, skills and behaviours to deal confidently and competently with daily life and achieve higher levels of learning.
- Develop the ability to apply knowledge to solve problems within students' understanding and expand their knowledge to encourage further study and interest.
- Develop the capacity and understanding of working mathematically.
- Recognise the fundamental importance of mathematics to the functioning of society.
- Incorporate authentic ICT experiences to support the mathematical learning.

Science (Years 7 – 10)

In each year, there are three main strands to the Australian Curriculum of Science that are addressed, which in combination empowers students in making positive choices relating to their well-being.

The first strand is where the students develop their conceptual knowledge of the four units of work (Biology, Chemistry, Earth and Space sciences and Physics) in their concepts, laws, theories and models and apply this knowledge to new situations.

The second strand is where students, through an inquiry approach, evaluate claims, investigate ideas, solve problems, draw valid conclusions and develop evidence based arguments. This is achieved initially through a tailored approach in Years 7 and 8 through to more independent investigations in Years 9 and 10.

The third strand is where students use their knowledge to seek and improve their understanding and explanations of the natural world. It is in this strand that students explore how science has influenced our understanding on a range of contemporary and relevant issues.

The Australian Curriculum of Science aims to provide students with the knowledge and skills mentioned above to make informed and educated decisions relating to their wellbeing.

Mathematics and Science (Years 11-12)

A successful student is usually a happy, well-adjusted student. In all Mathematics and Science courses, the College endeavours to give students opportunities to experience success. Students are given opportunities to participate in external competitions and activities which foster the idea that Mathematics and Science can be fun and challenging. Developing appropriate skills to meet challenges is an important life skill.

In General Mathematics, Science for Life and Plant and Animal management courses for the senior years, there is an emphasis on giving students skills which will help them to develop into responsible citizens who can contribute to their community and manage their own affairs.

Students learn how to:

- Understand and interpret data they might meet in the media and reports.
- Measure and calculate perimeters, areas and volumes as they relate to work and home and understand the mathematics involved in building a home.
- Calculate wages, overtime, tax, budget and generally learn about basic personal finance, read maps and calculate the finances of owning a car.

In Mathematical Applications, students in the senior years spend a significant amount of time studying personal finances and the financial institutions. It is hoped that the topics studied will allow students to manage their finances and avoid the stress of dealing with mismanaged budgets.

Arts and Technology (Years 7-12)

In all Arts and Technology classes, students are encouraged, guided and supported to become independent and self-managing learners. Teachers provide individualised instruction and assistance to cater for specific needs so that all students can effectively participate in learning and have the skills, knowledge and dispositions to lead successful and productive lives.

Specific Arts and Technology curricula content that supports student wellbeing includes: OH&S, collaboration and teamwork, effective communication, ethical decision making and processes for self-reflection and appraisal.

Students of the Arts and Technology help, and in turn are helped themselves, to create and maintain a sense of community at MCSS. This is enhanced through exhibitions and

showcases of student work, public displays, and participation in community events and involvement in work experience placements.

Student Wellbeing Policy (Years 7 – 12)

The Behaviour Wellbeing Policy at Melba Copland Secondary School (MCSS) does not exist in isolation. Equal consideration must be given to the School Mission Statement and the alignment between this policy and the anti-harassment and health and wellbeing policies listed at the end of this document.

This policy is an evolving document, as it remains responsive to continuous improvement and review. It has been developed to ensure learning outcomes are maximised and a supportive environment is produced for all students.

At the core of a supportive school environment are the relationships between students, parents and teachers. Those relationships are dependent upon core values shared by all. MCSS has three core values called the Triple R code. The three R's represent **Respect, Rights and Responsibilities**. A Code of Behaviour has been developed by the staff and students which clearly outline the expectations required to meet the Triple R code:

1. **Respect** all members of our school community and **value** other people's cultures, religions, race and opinions.
2. **Do my best. Take pride in** the school and all that I do.
3. Support everyone in our school's right **to be safe**. I will not intimidate, bully or fight but will **support and care** for all members of our community. I will **stand up and help** those in trouble.
4. Care for **the school environment**. I will help make the school a better place for all of us. I will not graffiti, vandalise or litter the school.
5. **Be polite and use appropriate language** at all times.
6. **Value teamwork and co-operation** as part of the way that we work at MCSS.
7. Respect **everyone's right to learn or teach** and reinforce this through **taking responsibility for my behaviour**.

When a student behaves in a way that contradicts the code of behaviour disciplinary action will be taken within the guidelines stated below.

IMPLEMENTATION AND MONITORING OF THE STUDENT MANAGEMENT POLICY

For the Student Management Policy to be effective and successful all members of the school community must adopt the policy and implement its principles in a fair and

consistent way. It is essential that all staff at MCSS adheres to and implements the policy for it to work efficiently.

RELATIONAL PRACTICES AT MCSS

Melba Copland Secondary School has adopted a restorative practices framework to complement our established Student Management Policy. The framework is designed to focus on the building, nurturing and repairing of relationships. The restorative practices framework creates a dialogue which follows conflict or inappropriate behaviour where both parties aim to negotiate a satisfactory outcome.

A restorative approach to conflict or wrongdoing consists in asking the key questions:

- What happened?
- Who has been harmed or affected?
- What needs to happen to repair the damage?

This dialogue intervenes when harm has happened. The above questions are a restorative enquiry, and in some circumstances take place as a corridor conference. At other times the dialogue takes place as mediation between either two parties or more. MCSS Student Services have created a document to aid the process of mediation. However, the restoration practise also can help to prevent harm and conflict occurring and build a sense of belonging, safety and social responsibility.

The restorative approach is based on the notion that people need to take responsibility for the impact of their behaviour on other people and that the consequence of harmful (i.e. upsetting/ distressing/ disruptive/ destructive) behaviour is that relationships are damaged and people get disconnected.

The key values of this practise help create a culture of respect, inclusion and taking responsibility for actions. The skills required for this approach include active listening, facilitating discussions and problem solving.

CLASSROOM BEHAVIOUR MANAGEMENT

All classrooms in Years 7 - 12 at MCSS use the Code of Behaviour as the foundation for class rules and behaviour expectation.

Initially, teachers work to resolve problems between themselves and their students by employing strategies, such as Restorative Practices, to build positive relationships with their students. Teachers are encouraged to refer to the Code of Behaviour. Where a student is not following the Code of Behaviour, the student will be asked to stop their negative actions and then be helped to make a commitment to behave in an acceptable manner with a negotiated behaviour contract called a Blue Card. Parents/guardians will be informed at this stage.

If the student continues to disrupt the classroom, the blue card commitment did not work and the problem cannot readily be solved, the student will be sent to the Executive Teacher in charge of the subject area. The Executive Teacher will organise a meeting between themselves, the student and the classroom teacher and implement restorative practice strategies to discuss concerns/issues using restorative strategies. A restorative approach in a school shifts the emphasis from managing behaviour to focussing on the building, nurturing and repairing of relationships. A behaviour contract called an Orange Card will be drawn up by the Executive Teacher and monitored by the classroom teacher. Parents/guardians will be notified of orange card commitment.

If the student's behaviour continues to disrupt the class and/or the relationship between the teacher and the student cannot be resolved, the Executive Teacher will organise a meeting with the parents/guardians of the student. During the meeting the Executive Teacher will review the steps the school and the student have followed in trying to resolve the issue in the classroom. The Executive Teacher, in conjunction with the classroom teacher, may re-issue the orange card if they deem it appropriate. If the situation is beyond faculty intervention, the Executive Teacher will refer the student onto Student Services for the next commitment level.

When an orange card commitment has broken down and the student is referred to Student Services they will be placed on a red card commitment. This card is taken to each class for the teacher to provide feedback in relation to a number of descriptors. This card is the last opportunity for the student to demonstrate positive behaviour in all of their classes and it is the responsibility of the student to ensure it is completed.

If there continues to be no improvement in the student's behaviour the student may be suspended from school. When the student re-enters the school a formal meeting with the student, their parents/guardian and Student Services will be held to discuss the behaviour, repair relationships, develop an action plan that uses appropriate behaviour and negotiate a return to class.

BEHAVIOUR OUTSIDE THE CLASSROOM

Initially, teachers resolve problems in non-classroom situations by reminding students of the rules and by applying consequences. If a student refuses to accept a consequence or is disrespectful the student will be referred to Student Services.

If the behaviour involves violence, abuse of staff, continual or extreme acts of harassment a student may be suspended from school for up to 20 days as outlined in the Education Act.

Positive discipline is a step towards a relaxed and constructive learning environment where teachers and students work in partnership, spending more time teaching and learning and less time managing difficult behaviour.

Other policies and documents that relate to student wellbeing are:

- The anti-sexual harassment policy
- The anti-racial harassment policy
- The anti-bullying policy
- The anti-smoking procedures
- The health promoting school policy
- Providing Safe Schools P-12 policy
- MindMatters
- Self-Harm policy

Detailed Policy documents can be found in the MCSS Student Services Policy Guide.